

Childminder Report

Inspection date

21 October 2016

Previous inspection date

10 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder reflects on the quality of the setting and acts on the advice of other professionals to improve her teaching expertise and outcomes for children. For example, she has addressed all weaknesses raised at the last inspection.
- Children are secure and confident. They enjoy the childminder's friendly interactions. She forms positive bonds with them and supports their emotional well-being effectively.
- The childminder checks on children's ongoing achievements well. She observes regularly to find out what children can do and uses this information to plan suitably challenging activities.
- Children develop good self-care skills. The childminder encourages toddlers to do things for themselves, such as feeding themselves at snack and lunch, to develop their independence. Children learn the skills needed for the next steps in their learning.
- The childminder shares her expectations with children as they play, to help them learn what is and is not acceptable behaviour. They learn to play kindly and take turns.

It is not yet outstanding because:

- At times, the childminder does not organise writing materials so children can access them with ease, to enable them to explore and develop their mark-making skills.
- On occasions, the childminder does not reflect within her daily routine ways to extend children's time outside, particularly for those children who enjoy learning outdoors.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- broaden the range of opportunities young children have to explore writing materials to enhance their interest and creativity in this area
- review daily routines to reflect children's learning interests fully, particularly for those children who prefer being outdoors.

Inspection activities

- The inspector observed the interactions between the childminder and the children in her care.
- The inspector held discussions with the childminder.
- The inspector viewed parts of the premises that are used for childminding.
- The inspector viewed documentation, such as the childminder's policies and procedures, risk assessments and children's assessment records.
- The inspector took into account the written views of parents.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements policies and procedures to keep children safe. She is fully aware of her duty to protect children, and knows how to report her concerns if she suspects a child is at risk of harm. The childminder understands the importance of developing her practice and seeks opportunities to improve her skills. For instance, she works with her local childminding coordinator to help develop her teaching expertise. The childminder implements effective systems to check on children's progress, helping her identify and address any gaps in their learning.

Quality of teaching, learning and assessment is good

Children play in a caring, friendly environment and they confidently choose the activities they wish to engage in. The childminder plans for children's learning in all areas generally well and she offers them a range of experiences to extend their learning. She supports children while they play. For example, she joins in and demonstrates how to use musical toys, encouraging them to move, while supporting their physical development. Children have good opportunities to develop their communication and language skills. For instance, the childminder has posters on the wall and uses them to teach children new words and extend their vocabulary. The childminder provides opportunities for children to develop their social skills with others, such as at the local children's centre. Children learn to play and interact confidently with others. The childminder works well with parents. For example, she updates them regularly about the activities she plans and how children are progressing in their learning.

Personal development, behaviour and welfare are good

Children eat nutritious foods and learn about healthy lifestyles. They are active and enjoy using equipment in the childminder's garden, such as the slide, to develop their physical well-being. The childminder regularly risk assesses all areas children use to identify and remove any hazards. She teaches children how to keep themselves and others safe. For instance, she talks to toddlers about the risks of throwing toys, to help them understand how to use them safely. Children learn to wash their hands independently and follow good hygiene practices.

Outcomes for children are good

Children make good progress from their starting points. For example, toddlers learn to use equipment carefully, such as the slide, and they develop good balance. They develop their hand-muscle control well. For instance, they mould modelling material and use resources with good control. Children develop good language skills and use words they have learnt in context.

Setting details

Unique reference number	EY467688
Local authority	Islington
Inspection number	1057951
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	3
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 March 2016
Telephone number	

The childminder registered in 2013. She lives in the London Borough of Islington. The childminder offers flexible hours throughout the week, including during weekends, and operates her service all year round.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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